

English Schools Foundation  
Chinese Curriculum®

Draft 4, August 2008  
For primary schools offering a daily Chinese programme

## 1. Embracing the Vision

This curriculum is inspired by the aspirations of ESF community for the current and future learners. Almost for this entire generation, Chinese language is becoming and will remain an important part of life, communicating in Putonghua being the most immediate and a widely held expectation. Students completing the six-year daily Chinese programme are anticipated to use the language, both orally and in its written form for everyday purposes, and to build a reasonable linguistic foundation for further study in secondary years, eventually taking Chinese at various levels for the IB Diploma. Genuine communicative tasks include extending social contacts and directly accessing information, knowledge and wisdom recorded in Chinese.

Language is a carrier of culture and vice versa. In the process of language learning, students develop a strong and balanced awareness of Chinese culture, a systematic approach to Chinese history and even-balanced knowledge of Chinese society, covering Hong Kong, the greater China region and Chinese communities all over the world. Through comparison, students learn that Chinese people see the world differently as reflected in the ways they express themselves. The cultural elements of the course will provide a preliminary exposure to language use in context, where values, shared meanings and the cultural specific common sense are negotiated and manifested.

Learning about language, if carried out with the learners at the centre, will facilitate rather than hinder progress. Students at all levels will achieve a basic understanding of how the Chinese works as opposed to other languages. Evolution of Chinese, its linguistic structure, the role it plays in social development and the coverage of its semantic domain in relation to everyday life are all indispensable in helping foster an exploratory spirit and in preventing passive learning.

Depending on the pace of language acquisition, students are expected to develop high order skills to different levels, including thinking, reasoning, reflecting and imagining in Chinese. The possibility to teach some general curriculum content in Chinese will be explored as the IB Primary Years Programme (PYP) matures. Such a practice will promote language learning through genuine and purposeful application, which upholds IB language principles<sup>1</sup>:

The role of language, the mother tongue, and the study of other languages, have a special place in each programme's

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1. IBO: A Continuum of International Education. P10.

curriculum design. It is through language that we access our own and others' culture. The potential of culture to foster multilingualism from early childhood is fundamental to the sequence of programmes.

In order to realize this vision, significant changes will have to take place. Apart from increased instruction time from 90 minutes to 225 per week, the new course will feature student centered, differentiated and inquiry based learning. Pedagogical changes, characterized by outcome driven and quantifiable strategies, will bring about inspirational experience that help ESF stand at the leading edge of Chinese teaching and learning among non-bilingual schools.

The ESF Primary Chinese Pilot Programme is designed to explore possible ways to realize this vision. If successful, the pilot will lead to substantial improvement in the attainment of graduating Year 6 in 2008, a well established Chinese course as a core subject in 2013 and a literacy standard close to local school achieved by some students in 2017. A medium term initiative to trial a dual language programme can also be envisaged.

## 2. Rationale

ESF introduced Chinese to its primary curriculum nearly 10 years ago, when the language was largely regarded as a foreign tongue due to the nature of student population and the National Curriculum of England and Wales in use. Five years later, such a nature was again reflected in the ESF Primary Modern Chinese (Mandarin) Curriculum (September 2001), which was characterized by an 80 character writing vocabulary prescribed for Year 6 graduates (end of Appendix 3).

Recently, as the Hong Kong SAR has acquired a new identity with a rapidly changing social character, 'parents are increasingly concerned about the standards of Chinese which children can achieve in ESF schools. The premium they put on Chinese is the result of a number of factors: their wish for their children to have the option of making a career in Hong Kong or the Asian region; their perception of the increasing significance of China as a global economic and political force; and the comparisons they make with Chinese standards in local and some international schools.' (Chief Executive Heather Du Quensnay: *ESF: Into the 21st Century The Way Forward*, June 2006)

Parents' ambitions and demands, which have converged towards a stronger Chinese programme as quoted above, have necessitated the following:

- (1) Sound educational philosophy and concepts, informed by modern research, to provide theoretical basis and practical guidance for course design. The IB PYP meets this purpose in so far as it promotes languages in a more accommodating manner than many national curricula. All ESF primary schools are considering to implement PYP in the next few

years and the three pilot schools are preparing for pre-authorisation visits. Following PYP principles and concepts, this curriculum is outcome based rather than descriptive or prescriptive. Subject matter or course content is used to provide quantifiable interpretation of outcomes at different levels.

- (2) A differentiated approach to allow variation, such as to focus on oral language only for some students and, for others, to maximize their potential so that those wishing to make a career in the community are not disadvantaged by insufficient Chinese because they have chosen an English education. To cater for such dynamically different needs, this curriculum adopts a multi-pathway structure with cross pathway mobility.
- (3) Alternative teaching methods to complement the curriculum and to make the course more effective, educationally interesting and academically sound. The curriculum encourages the combination of different approaches, such as inquiry based learning, with any methodologies that have been proved effective, including those branded traditional, such rote learning. In this respect quantitative data are provided for course content and manner of delivery. They also provide tangible interpretation of outcomes.
- (4) Recognition of both linguistic equality and the initial steep learning curve of Chinese. This curriculum is benchmarked against the requirements of IB Diploma Program (DP), the Middle Years Programme (MYP) and the PYP, attainment levels in local schools, Chinese proficiency requirements of the local labour market and comparable international schools. Based on these factors, it is estimated that daily lessons (225 minute contact time per week) in the six years of primary schooling is necessary to connect to secondary courses, as the minimum achievement. This forms the time basis of the curriculum. For various reasons schools may be able to offer 30 minute daily lessons to Y1-2, but opportunities for daily 45 minute provision at all year levels should be actively sought.
- (5) Language learning as a school subject essentially aims to accelerate a linguistic development that would otherwise takes place ‘naturally’. Classroom instruction can only play a limited role in the development process: providing structured exposure and sustaining students’ interest. This curriculum assumes that home support and additional learning opportunities outside the normal school day are needed for many students to achieve the set goals, particularly for those desiring local employability or something similar.

As China is becoming a major international player, teaching and learning of Chinese is now a mandate for the educational sector in Hong Kong (EMB: ‘Chinese Language Education – Learning Areas and Course Guideline 2004’). Its value as a tool for communication and a medium for overall educational

development is held strongly by Chinese and non-Chinese parents alike. Even in the UK, whose role in ESF and influence on Hong Kong must be honestly acknowledged, a Chinese wave started to surge as Tony Blair felt an urgent need in 2005, 'However well Britain does now, within a decade hundreds of thousands of UK jobs will go to China... unless we build a wholly new platform of economic opportunity in knowledge, skills and science.' In comparison, Hong Kong students, even those staying for a short period of time, are advantageously placed to learn and use Chinese, which can be a valuable asset when they become significant participants in social, political, economic and cultural activities in the near future, both locally and internationally.

For students in all three pathways, the most significant outcomes are learning to learn, searching for linguistic identity, building intra- and inter-cultural awareness and developing inquiry habits and skills (further discussion elsewhere). Therefore the final achievement is not only measured by linguistic and communicative competence, but also by the desire and performance in various areas of inquiry. For example, progress (vs attainment) and process of understanding are important elements of assessment.

### **3. Defining the Learners**

ESF students represent an extremely wide spectrum of linguistic makeup in Chinese, ranging from zero beginners to those with fully age-appropriate literacy. However, neither conceptual framework nor practical arrangement allows too detailed discrimination, yet familiar terms such as 'native language', 'mother tongue' and 'foreign language' tend to offer confusion rather than definition. To achieve objective and relatively accurate differentiations of a manageable number of categories, three major pathways are established in this curriculum. In addition, an extra level is designed for students with exceptionally strong aptitude and background who may come to our system from time to time. Three projects contribute to the empirical database for definition: ESF Year 10 Chinese Benchmark (500 students, Appendix 11), ESF Primary Chinese Benchmark (2000 students, Appendix 10) and Sha Tin Junior School Chinese Survey (900 students, with the school's kind permission, Appendix 12). Teachers, university academics and language experts are consulted.

Based on test results, language use habit and attitudinal data, Pathway One learners are defined as having no exposure to Chinese at home and an average motivation to learn it, covering 10-20% of ESF students with significant geographic variation. Their learning process usually starts with mono-syllabic utterances and their progress can be hindered by the lack of a supportive or favourite language environment. Intellectual ability is quite average and some may need extra assistance in language development. For those still remaining in this pathway in Year 6, major difficulties are anticipated even in the lowest IBDP course

(Language B Standard Level in Y12-13) if no extraordinary effort or dramatic improvement is made.

Pathway Two learners make up 60-70% of the student population, varying greatly in language exposure, attitude, aptitude, starting point, pace of progress and attainment level. However, as a group they are able to carry out communication tasks that are age appropriate, but none are fully functional in Chinese. Even though oral fluency may be expected in exceptional cases, poor literacy skills will prevent transfer to a higher pathway. Provided progress is normal, most students in this group will perform in Chinese B Standard in IB Diploma and some can even handle B Higher Level. The non homogeneous nature of this group demands careful differentiation, which may not be effective if done only pedagogically.

Pathway Three represents the most advanced learners of Chinese, but no comparison is made to local school standard. About 10-15% of ESF students fall into this category, again varying between schools. Supportive home environment is expected and the students often initiate age appropriate communication in Chinese. Functional literacy development complements oral fluency either in Cantonese or in Putonghua. Such competence may assist the learning of English and cognitive development in some cases. In class the level of enjoyment is relatively high. Their involvement in Chinese activities is heavy and often enthusiastic both in and out of school. All students are expected to be able to handle B Higher Level in the Diploma Programme and some should be able to study A2 or even A1 courses. This group may aspire to a locally employable standard of Chinese upon completing Year 13.

From time to time students with comparable Chinese to that of a local school may be admitted to ESF system. They are placed in the Extension category, which is an additional pathway. These students, very few in number, bring to ESF full Chinese competency acquired elsewhere and much help will be needed to prevent the so-called 'subtractive bilingualism' from occurring, i.e. the students' competence in Chinese, in this case, gradually decreases due to insufficient reinforcement and maintenance. However, this group is not the focus of this curriculum given ESF mission and resources available.

#### **4. Placing Chinese in the General Curriculum**

In the context of ESF and Hong Kong, Chinese language is an excellent if not ideal vehicle to carry the goals of an inquiry based international curriculum. Geographically and culturally, it is the most relevant choice to nurture global citizens through building and reinforcing students' sense of identity, fostering recognition of universal human values, stimulating curiosity to discover and enjoy international content while responding to local requirements (IBO: 'A Continuum of International Education', 2005). An ideographic language with 5000 years of uninterrupted history, Chinese presents totally different learning experience to develop concepts of form, function, change and

connection. Its vast morphological difference from and striking philosophical similarity to English offer unlimited opportunities for inquiry. While gaining a practical tool for communication and learning, students develop many desirable attributes that are required of an open-minded and well-balanced thinker, communicator and team player. For all these benefits, the minimum of daily lessons (primary) hardly need further justification.

Apart from sufficient time allocation, Chinese needs to be an integral part of the overall education effort in the international context of ESF. It should be visible in many areas of inquiry, such as history, geography, science, music and visual and performing arts. Here emphasis is placed on attitude rather than content. Touching a Chinese topic in social studies, for example, is only a starting point. Continuous awareness and appreciation of the local language and culture among the whole staff is crucial for success. In this regard, every member of the school community is a language teacher, including the support sector, which may contain excellent source of Putonghua exposure. In classroom, partial co-teaching will help reinforce respect for the language being learnt and bridge the gap between Chinese teachers and the other staff. Where conditions permit, certain curriculum content may be delivered in Chinese as a trial programme.

In primary years, Chinese, as a language subject and discipline of learning, depends on and interconnects with other teaching and learning effort for its existence. Indeed the commonly felt 'boredom' in Chinese lessons is partially attributable to the isolated learning process. Students find little relevance between what is taught and the other parts of their schooling and their life in general. Linking Chinese with as much as other curriculum content will help boost motivation and improve learning efficiency. It is also an inevitable practice in the transition from a content based curriculum to concept and skill based PYP. Language content should not hinder connection, which can be a cultural or social nature. A sample POI Planner is provided in Appendix 7 and a sample interdisciplinary unit in Appendix 8.

## **5. Course Structure: Three Pathways**

A six-year, three-pathway course is designed for the six primary years. Each pathway caters for one of the three categories as described in 'Defining the Learners'. While allowing students to reach achievable goals at their own pace, each pathway provides challenges and stimulation to maximize achievement through internal differentiation. The pathways are different in the nature of outcome, language exposure, focus on skills, methods of delivery and pace of progress.

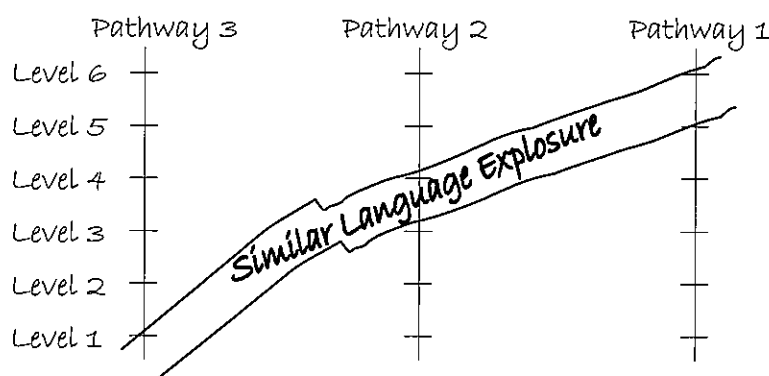
Six levels of learning outcome are designed within a pathway, roughly corresponding to each year level. Outcome descriptors are based on the four macro skills – listening, speaking, reading and writing. Each pathway is assigned basic linguistic content, which consists of a set of word lists - oral, reading and writing, a set of character lists, again divided into oral, reading and writing,

a list of grammatical structures, a list of language functions and a list of common topics and themes (Appendix 2-5). Other quantitative descriptors, such as reading and writing volume, are used from time to time to interpret outcomes and monitor students' progress.

Language content is not specified strictly for a particular year of schooling and only three levels of age appropriateness are built in the outcomes to allow vertical grouping if so desired later.

Language content may overlap between levels across pathways (Fig. 1). For example, students at Level 6 of Pathway 1 may be exposed to similar language content to those at Level 2 of Pathway 3, but pedagogical foci and learning approaches will be quite different. For further elaboration, take a student at the lower level in PW 3 and another at a higher level in PW 1. In practice, Student 1 will be required to master the written form of a particular structure, while only oral form of the same structure will be required of Student 2. Likewise, Student 1 is encouraged to study the etymological origin of a popular family name and its connection to his or her own family line, but Student 2 will only need to create a morphological story to help write the character.

Figure 1 Content overlapping between pathways (schematic)



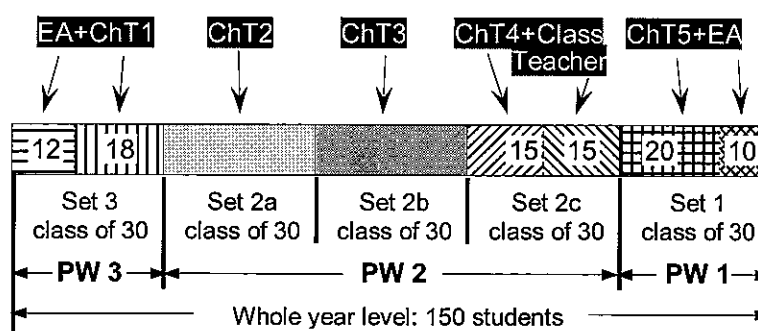
Depending on various factors, such as parents' expectations, entry level, motivation, effort, progress and attainment, students enter a suitable pathway at admission through placement assessment. However, boundaries between pathways may not be clear-cut at early years, but they do become clear from Year 3 onwards. In small schools (2 form entry) maximum of two pathways may present in one class. Further differentiation can only be considered when smaller class size is possible.

Movement between pathways is arranged at the end of each school year to avoid disruption caused by change of teachers, resources and learning environment. Fine adjustment may be made in the first few weeks of the First Term to correct misplacement. Attainment level is the major factor for shifting, although predicted progress, parents' requirements and special circumstances are also considered. In some cases conditional movement may be granted.

In order to adopt this multi-pathway structure, classes at each year level should be blocked on the timetable to facilitate setting,

which is inevitable because differentiation within a class can only deal with variation but not polarization. Even if all three sets may exist at a given year level, a set may still feature strong heterogeneity and therefore demands differentiation within a class. Educational assistants are encouraged to work with small groups within a set. Sometimes class teachers may also lead a portion of a Chinese class, either lending a helping hand or co-teaching. A possible differentiated model is shown in Fig. 2.

Figure 2 Setting based on a daily programme for Y2-6



Pathway 1 focuses on the development of basic linguistic structures at elementary level. Oral Chinese is primary concern and therefore precedes writing skills. However, exposure to printed media is important so that reading skills may develop after the initial period of 1-2 years. Pinyin is taught systematically and can be used as a medium of writing to enhance productive skills. In Year 1-2, when instruction language is mostly English, cultural activities are a major part of lessons so as to arouse and maintain interest. Later on language content increases gradually, but repeated drills for unrealistic literacy expectations should be avoided. Students are encouraged to transfer to Pathway 2 when ready. Quantifiably they are expected to learn to write 200 words, recognize 350 and use 400 orally by the end of Year 6. These data and other quantitative descriptors are found in the appendices.

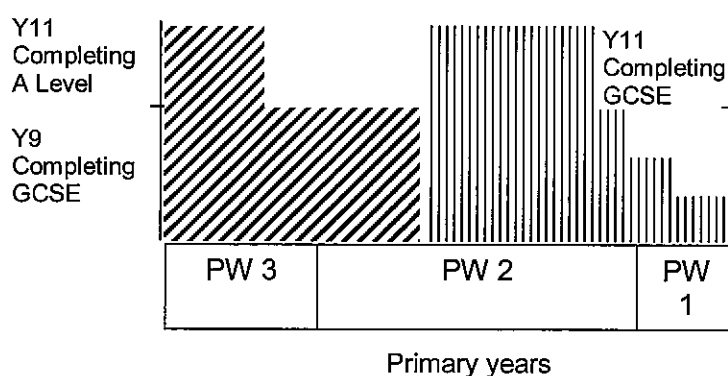
Pathway 2 represents a solid foundation for pursuing Chinese at Language B Level in secondary school. Four macro skills are equally important, but literacy development receives more attention in Year 5-6. Students usually possess some knowledge of Chinese, which facilitates the learning process more often than interfering with it. Learning skills are a prominent issue. Students find pleasure in using known linguistic devices, although they can be frustrated for wanting more sophisticated expressions in Chinese to match their academic, emotional and cognitive development. This gap will always exist, but it can be narrowed through positive guidance. By the end of Year 6, students are expected to carry on functional conversations and write short passages in very basic communication. Language content is characterized by an 800 word oral vocabulary, 500 words to recognize and 350 words to write. Samples of language

exposure for Pathways 1 and 2 is provided in Appendix 9: Sample Graded Readers.

Pathway 3 caters for students with a strong potential to use Chinese as an additional language, eventually for studying in universities or for entering the local work force. It does not aim to develop ‘native competency’ even in the loosest sense of the term, because ‘native’ learning environment does not exist when the target language is not the medium of instruction. However, demands on literacy are vigorous throughout the course and oral skills are expected to grow in viewing (appreciation of media materials) and in representing (delivery of structured oral discourse). Non-adapted materials will form a considerable proportion of language exposure, while literature is introduced at every level to develop a ‘sense’ of the language. Reading and writing practice may increase the volume of homework assignment. ‘Traditional method’ may be used, such as rote learning, although it will be kept to the minimum and deployed only when benefit is obvious. Students going through this pathway should not need a bridging course when coming to secondary school. They are expected to use Chinese in a competent manner in everyday communication and to use the language actively for accessing information, socializing, imagining and reflecting.

The three-pathway model provides effective cross phase connections. Before the KS3 and KS4 Chinese Review is completed in 2007, courses to connect to are GCSE and A Level Chinese. Given that the PYP and DP are being introduced at each end, it also makes sense to explore the possibility to connect to the IB Middle Years Programme. Figure 3 and Figure 4 illustrate relationship between the primary pathways and Y7-11 Chinese courses.

Figure 3 Cross-phase connection to GCSE



As shown in Figure 3, Pathway 3 is the reserve for higher courses and Pathway 1 may gradually disappear in secondary years, either moving to a higher pathway or switching to another language. (New intake may form Pathway 1 in middle schools.) Many PW2 learners and some PW1 learners are expected to complete GCSE Chinese in Year 9, whereas other PW2 students will need two more years. It has to be pointed out that Figure 3

only shows projected destination. It does not necessarily reflect reality as course selection is affected by many factors other than attainment level.

Figure 4 Cross-phase connection to MYP

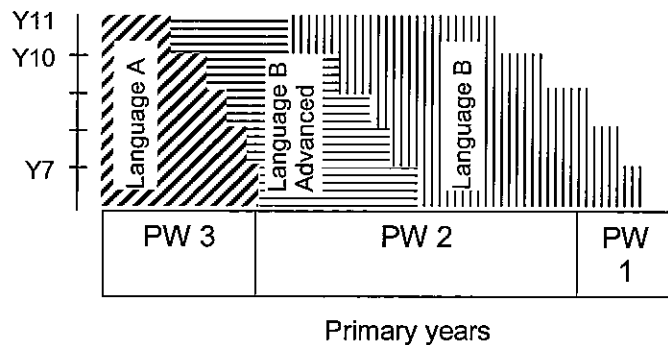


Figure 4 shows clearly a movement towards less demanding courses in later years of middle school. This indicates the desire for glamorous academic record at the expense of gain through intellectual challenge.

## 6. Language Content and Resources

When ESF introduced Chinese some 10 years ago, the particular version of Chinese known as ‘Mandarin’ was chosen. Since then a considerable amount of debate has taken place over terminology and its connotations. To avoid confusion it is suggested that this discipline of learning is simply called ‘Chinese’, referring to Putonghua as the spoken code and a writing style which does not contain any dialects or vernacular found in Hong Kong, China’s mainland or Taiwan. Simplified characters, together with Pinyin, are taught, but students are encouraged also to read full form characters from Year 6 onwards. Both forms in students’ writing are equally honoured in all parts of the course, including assessment. Teachers should provide both forms of particular words if students so desire. These stipulations are in consistency with the current practice in all schools.

Cantonese as a code of speaking is respected and can be a useful tool at the early stage of learning. Students may be allowed to use it but Chinese teachers must speak Putonghua in class and wherever possible at school. A 2002 study by the Standing Committee on Language Education and Research of Hong Kong found that students learning Chinese in Putonghua demonstrated stronger writing ability than those taught in Cantonese, again suggesting significant impact of a dialect on literacy development. In ESF context, Cantonese, rather than being taught in curriculum time, will be supported in after school programmes, which are a separate issue to be dealt with elsewhere.

Language content in this curriculum is presented in five tiers:

(1) characters, the non-dividable semantic element;

- (2) words, the basic building block;
- (3) sentence patterns, pedagogical representation of syntax;
- (4) discourse forms, actual instances of communication and
- (5) themes and language functions, which categorise language use rather than usage for course planning and delivery.

The first three tiers deal with linguistic competence whereas the last two blend everything to generate teaching materials. Linguistic elements are graded to pathway levels, but elements in the last two tiers do not necessarily match a particular pathway. For example, the theme of ‘Chinese Festivals’ may be visited repeatedly from Year 1 to Year 13, and so may the imperative function, which can be fulfilled by a single word ‘please’ in Year 1 or a long discourse implying a strong order in Year 13. All linguistic elements assigned to a particular pathway are expected to be delivered. Certain elements may take priority to others, depending on teachers’ or school’s judgment. Order and depth of treatment of these elements will be documented in ‘Scope and Sequence’, ‘Scheme of Work’ or ‘Unit Planner’. All quantitative data are provided in the appendices and will form the basis of foundation wide benchmark in Year 6.

Teaching resources are not prescribed. It is open to discussion whether a particular set of teaching materials should be adopted foundation wide. At the pilot stage of this curriculum, schools will have to select their own resources to meet the requirements of each pathway. Under certain practical circumstances, same or similar materials may be used cross pathways, either simultaneously or sequentially.

Textbook choice is a controversial issue. Although it is commonly accepted that a language course should not be based on a particular text, teachers and parents often demand a systematic approach to the delivery of language content, which a textbook is believed to represent. Both research and practice, including that in ESF, however, seems to support the argument that diverse resources enliven learning, strengthen motivation and enhance performance. Where a textbook is preferred in the ESF context, it must be supplemented by other materials, because it is unlikely to be the ‘best fit’. Sample selection criteria and review of textbook with stable supply in Hong Kong will be available later.

Authenticity is another issue. Problems are often identified where ‘standard’ language in teaching materials does not represent ‘real’ communication. A typical example is the oral exchange between A and B: - What is this? - It is a pen. To use limited contact time effectively, students need to be exposed to ‘genuine’ language. Therefore newspapers, media clips, email correspondence and materials of a similar nature may form a large part of the language content. However, it is not advisable to over emphasise the ‘genuineness’ of these materials. A three-level concept may be useful. When an instance of language use is analysed for inclusion in teaching materials, linguistic authenticity ensures correctness and accuracy; communicative authenticity refers to usability and pedagogical authenticity

entails appropriateness for learning purposes.<sup>2</sup> All materials should be controlled at the level of difficulty slightly over the middle range of a class.<sup>3</sup>

## 7. Assessment and Reporting

A portfolio will be the major means of assessment and the basis for reporting. The portfolio is likely to be a physical folder supplemented by digital files, prepared for each student to contain his or her work collected periodically. At the end of a reporting period, the portfolio is reviewed by the teacher and report generated from the review. This practice is in line with the PYP requirements. Collected work is excellent material for exhibition as a form of assessment in PYP. It is also clear evidence of achievement, or non-achievement in unsirable circumstances, to be used at events such as student led conference, which complements traditional teacher-parent interviews. Care should be taken to avoid last minute assignment to fill up the portfolio.

All work contained in the portfolio is assessed. It is planned when the course is designed to the learning outcomes. Students' work varies in type and volume. It can take any form from writing assignment to video clip of an oral presentation, poster project, test or self reflection on a particular task. The weighting of each piece is largely pre-determined at the planning stage, but adjustment may be necessary to accommodate progress and practical concerns. Selected work should be a mixed quality to show process of learning and to present a truthful record of the student in progress. The work is best annotated individually, either by short comment or by other means such as graphic expressions. However limited time allowance may result in standard evaluation, such as a preprinted table of criteria.

An aggregated progress and performance indicator for each learning outcome can be induced from the portfolio. It may be a letter representation, a single word descriptor or a descriptive statement. The aggregated indicator has to be accompanied by the corresponding pathway number to be an authentic statement. Here the implied argument is that an average comment in Pathway 3 may represent a much higher attainment in Pathway 1.

A daily Chinese programme engages a considerable proportion of education resources in a school. To match this effort, it is recommended that assessment results or performance indication be added to the report cards. Initially outcome indicators may be used with a five grade scale for teachers to tick. More accurate if not sophisticated way of reporting may be developed later in the pilot programme. It is also recommended that parents be given the opportunities to meet Chinese teachers in formal reporting events, such as parent-teacher conference.

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2 Wang, X. *An Examination of the Notion of Authenticity in Developing English Teaching Materials for Science and Technology*. Master These, 1985.

3 Krashen, S. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press, 1982.

In Chinese culture, assessment necessarily involves tests and examinations. This is a light example of ‘the western humanist approach to learning’ running ‘counter to deeply embedded cultural-traditions in many parts of the world.’<sup>4</sup> The reality is that the Chinese way of education is rapidly changing by absorbing modern educational principles, mainly coming from the West. It must be pointed out that a new pedagogical approach is most likely to have been developed to correct some shortcomings of previous practice, but complete replacement seldom happens. Therefore this curriculum emphasises the effectiveness of assessment to facilitate learning, to maintain interest and to reinforce motivation. For example, a book report is not necessarily a report. It may be a board game designed to the book or a photo story adapted from it and then acted and recorded by the young readers. Dictation, a sharp and favourite weapon of language teachers, may take totally different forms such as a bingo game or word chain.<sup>5</sup> Participation in class, pair work and group work, self reflection and indeed tests can all be designed as formative or summative assessment. They can be used on students individually or collectively to gauge progress and the effectiveness of learning.

## 8. Related Matters

Cultural development is crucial to language learning. It can be perceived at different levels including cultural awareness, appreciation and building identity. In the six year programme, students are expected to gain a preliminary understanding of how the Chinese nation has come to be through a systematic study of its history, geography, society and culture, including major dynasties (pre-history legends to Qing), customs, traditions and even Chinese games (Appendix 15). Apart from celebration of major festivals, cultural development is an inbuilt element in the course, taking up 10-20 minutes of contact time per week.

In order for the daily Chinese programme to succeed, an effective learning environment should include extra-curricular activities, home support and a positive attitude of the school community. School specific survey and anecdotal evidence suggest that a considerable proportion of ESF primary students take extra lessons in Putonghua or Cantonese, including both language oriented and non-language courses, such as arts, music and sports taught in the target language. (Appendix 12: Shatin Junior School Chinese Survey Report) School trips to China’s mainland should be considered as an integral part of the programme. They may range from short trips to nearby cities to a full week itinerary to major destinations. Sister school relationships, home stay and summer programmes, either initiated by school or organized jointly between school and the foundation, should be a major undertaking to facilitate learning. Links with local schools may also be considered. These activities provide excellent opportunities for genuine language use and contribute to the holistic development of the students.

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4 Walker, G. Paper presented at the IBAP Conference, Singapore, March 2003

5 EMB: New Directions of Rote Learning, Parent Kit, 2006

A major task in home support is parent education. Curriculum outcomes must be communicated to parents clearly and realistic expectations negotiated from the very start of implementation. Chinese should be placed in the general educational context of ESF, i.e. what is aimed for is not a total bilingual outcome but a differentiated process which allows individual students to gain the highest competence in Chinese if they so desire. Based on these expectations, parents should be encouraged to provide all kinds of support, including continuous encouragement, active participation, partnership with their children and provision of additional resources or home tutoring.

Changes in Chinese teaching and learning are essentially a change of attitude of the school community, starting from the general staff and extending to parents. While ESF staff represent vastly different socio-cultural backgrounds, values and education philosophy, ESF parents hold equally different perceptions of Chinese language education, ranging from zero demand to full competency. However, time seems to have ripened to integrate Chinese language seriously in the general educational effort for a changed ESF student population. In fact teachers have reached out to each other through co-planning and cultural activities such as Chinese New Year celebration, all indicating a positive trend towards full collaboration.

ICT is another integral part of the Chinese programme. It is not only a tool for teachers, but also an effective means for students to create and enhance a learning environment otherwise unachievable. Existing resources include the CLC and the Chinese section of ESF Language Centre (sample materials in Appendix 14). Where possible a digital audiovisual base will be built up, but greater emphasis is placed on exploration and reinforcement through the use of ICT, such as fully interactive web technology, on-line learning facilities and ‘Chinese-ready’ home computers. There are many obstacles to overcome towards full integration of ICT in Chinese, the most critical being input method, which hinders students’ participation. Possible solutions may include compulsory typing lessons, where strong knowledge of pinyin will be prerequisites, and integrated handwriting recognition system.

Students with special education needs are fully entitled to this new Chinese programme, which may be introduced at the Jockey Club Sarah Roe School, with modifications, when conditions permit. However, registered SEN students who find it extremely difficult to develop even one language and whose parents so desire, may be considered to opt out the daily Chinese course. But this needs to be arranged individually.

At the time of the release of Version 4, the ESF Primary Chinese Pilot Review was complete. Clear improvement both in attitude and in attainment had been registered in the three pilot schools. Take writing score for example. When the programme started, 30% students ranked in the 10<sup>th</sup> percentile in our benchmark test. One year later in 2008, in the review benchmark using the previous instrument, this percentage decreased to 14%. The new Chinese programme will be extended to all ESF primary schools.

## Appendix 1 Outcome Map

### Pathway One

Level	Listening	Speaking	Reading	Writing
1	<ol style="list-style-type: none"> <li>Learn an oral vocabulary of 15-25 words, mostly mono-syllabic.</li> <li>Demonstrate aural comprehension non-verbally, by pointing to visual prompts, for example.</li> <li>Respond to own name.</li> <li>Understand simple greetings 你好、再见.</li> <li>Follow simple classroom instructions 请坐.</li> <li>Sustain reasonable concentration listening to Chinese sounds.</li> </ol>	<ol style="list-style-type: none"> <li>Mimic Chinese sounds to reasonable accuracy, even when pronouncing unknown words.</li> <li>Give oral response to prompts within the learned vocabulary.</li> <li>Initiate interaction, such as simple greetings and displaying knowledge, with teacher and peers.</li> <li>Switch between Chinese and English sounds with ease.</li> <li>Respond to media stimuli, repeating emotional utterance spontaneously, for example.</li> </ol>	<ol style="list-style-type: none"> <li>Develop curiosity in Chinese script and become aware of its difference from English and other languages.</li> <li>Associate the shape/structure of a simple character with the object it represents.</li> </ol>	<ol style="list-style-type: none"> <li>Become familiar with and appreciate the Chinese writing system and writing instrument, such as the brush.</li> <li>Understand that peoples use different symbols to record what they say.</li> </ol>
2	<ol style="list-style-type: none"> <li>Oral vocabulary expands to 50 words.</li> <li>Achieve a basic understanding of the Pinyin system.</li> <li>Become aware of the tones and their importance.</li> <li>Able to match action, picture and objects to Chinese sounds.</li> <li>Distinguish transliterated words such as 咖啡 from words of Chinese origin.</li> <li>Recognise Chinese sounds in context.</li> <li>Handle bi-syllabic words with ease.</li> </ol>	<ol style="list-style-type: none"> <li>Pronounce most Pinyin combinations correctly.</li> <li>Provide factual or descriptive information, usually in one-word utterance, such as 他、六.</li> <li>Respond to request or give judgment using simple words such as 是、不.</li> <li>Develop a habit to use Chinese greetings to teachers and peers of Chinese origin.</li> <li>Contribute to class activities, sometimes using Chinese words in English sentences.</li> </ol>	<ol style="list-style-type: none"> <li>Recognise very basic characters such as the 10 numbers, mostly in isolation, and own names in print.</li> <li>Explore the evolution of stereotypical characters 日、月、山.</li> <li>Construct sound and meaning from Pinyin words.</li> <li>Understand that Pinyin is the Romanisation and characters are the 'real' words.</li> <li>Detect boundary between characters.</li> </ol>	<ol style="list-style-type: none"> <li>Gain reasonable grip of a pencil and experiment with simple characters.</li> <li>Record known Chinese words in Pinyin, often in their own spelling.</li> <li>Understand traditional way of writing training in Chinese schools.</li> <li>Follow demonstrations, either by teacher or by computer software, in tracing characters.</li> <li>Recall simple characters from memory, such as numbers.</li> </ol>
3	<ol style="list-style-type: none"> <li>Oral vocabulary starts to expand greatly, up to 180 words.</li> <li>Achieve comprehension at single phrase or single sentence level.</li> <li>Fully master the Pinyin system.</li> <li>Distinguish questions from statements.</li> <li>Understand the basic sentence structure 'S + V + O'.</li> <li>Identify simple 'chunks' of speech in media presentation.</li> <li>Follow most classroom instructions.</li> <li>Distinguish correct tones, pronunciation and intonation from wrong ones.</li> <li>Understand simple stories, often relying on non-verbal cues.</li> </ol>	<ol style="list-style-type: none"> <li>Become confident with all sound combinations through the Pinyin system, including 'j, q, x' and 'zi, ci, si, ri'.</li> <li>Utterances expand from single words to phrases and short sentences, which at least contain the 'S + V' structure.</li> <li>Ask simple questions.</li> <li>Carry on a conversation of 4-5 exchanges.</li> <li>Express own feelings and preferences, using 谢谢、不喜欢, sometimes exaggerated or simulated.</li> <li>Speak for various purposes, such as apologising 对不起, inquiring 吗、为什么, describing 大、小 and making judgment 好看、对, in a controlled context.</li> </ol>	<ol style="list-style-type: none"> <li>Transfer English reading skills to Chinese.</li> <li>Negotiate meaning in single sentences, such as one line storybooks, and start to learn words in context.</li> <li>Acquire an initial reading vocabulary of 100 words.</li> <li>Recognise learnt words in non-classroom context, such as newspaper and signage, and develop a habit to identify familiar characters whenever opportunities arise.</li> <li>Start to create own etymological stories to help memorise characters.</li> </ol>	<ol style="list-style-type: none"> <li>Copy characters with reasonable accuracy.</li> <li>Construct sentences with characters provided.</li> <li>Record own utterances, most likely in Pinyin but occasionally dotted with characters.</li> <li>Build up a writing vocabulary of 50 words.</li> <li>Willingly experiment various ways of memorising characters such as association, repetition and analytical construction.</li> </ol>

Level	Listening	Speaking	Reading	Writing
4	<ol style="list-style-type: none"> <li>1. Actively seek interested or relevant information from audio exposure.</li> <li>2. Oral vocabulary expands to 300 words.</li> <li>3. Increased degree of Comprehension of oral materials leads to pleasure and the desire for further exposure.</li> <li>4. Become confident with basic sentence structures and willing to handle variations.</li> <li>5. Understand the major theme of age appropriate, non-language intensive media presentation.</li> <li>6. Enjoy the aesthetic beauty of short poems, children's songs and rhymes.</li> <li>7. Detect (often fragmental) factual and descriptive information from spoken texts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discover similar functions between spoken Chinese and English.</li> <li>2. Carry out functional tasks such as telling the date, describing own family and talking about the weather, simple and short, but approximating non-simulated everyday use.</li> <li>3. Engage in conversations of 6-8 exchanges at a controlled pace.</li> <li>4. Use Pinyin confidently to guide pronunciation and tones.</li> <li>5. Explore the effects of pitch, intonation, voice level and non-verbal expressions specific to Chinese.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand the reading vocabulary to 200 words in context.</li> <li>2. Locate information in controlled texts for different purposes, such as responding to questions, tabulating research findings and reporting on interested matters.</li> <li>3. Recognise words made of familiar characters and predict their meanings.</li> <li>4. Detect word boundaries and units of meaning in a sentence.</li> <li>5. Follow printed text being read.</li> <li>6. Explore similarities and differences between Chinese and English texts, such as directions of writing/print.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand writing vocabulary to 100 words.</li> <li>2. Start to write complete sentences, still relying on both Pinyin and characters.</li> <li>3. Respond in one sentence statements or description to stimuli such as a picture or an oral discourse.</li> <li>4. Write all learnt words in isolation or in context.</li> <li>5. Explore own ways to learn characters and share experience with peers.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Oral vocabulary reaches 400 words.</li> <li>2. Handle 3-4 sentence spoken discourse.</li> <li>3. Become accustomed to being instructed in Chinese by Chinese teachers.</li> <li>4. Select important information or description from oral texts for specific purposes.</li> <li>5. Identify meaning units in level appropriate audio exposure.</li> <li>6. Understand sequential and causal clauses in familiar spoken text.</li> <li>7. Listen actively for effects created in tone, voice level and pace of speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Utterances start to show variation in choice of words and structures, very limited but obvious.</li> <li>2. Sustain a comfortable flow of speech for 4-6 sentences.</li> <li>3. Engage in conversations about 10 exchanges.</li> <li>4. Read aloud texts comfortably with reasonably accurate pronunciation and tones.</li> <li>5. Actively seek for new verbal devices that match cognitive development to express ideas and feelings</li> <li>6. Willingly experiment newly learnt expressions on teachers, peers and family members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Handle short, controlled texts for learning purposes, subtract new words and construct meaning with limited help and guidance.</li> <li>2. Reading vocabulary reaches 300 words.</li> <li>3. Achieve a basic understanding of the structure of Chinese characters and become aware how a Chinese dictionary is compiled and used.</li> <li>4. Begin to read by units of meaning rather than by characters/words.</li> <li>5. Use grammatical knowledge to understand words and sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write short passages to record ideas and feelings, in Pinyin and characters where able to, as oral vocabulary grows.</li> <li>2. Writing vocabulary reaches 150 words.</li> <li>3. Seek for expressions from learnt texts to expand own writing.</li> <li>4. Become confident with the structure and pattern of Chinese characters and start to understand the importance of stroke order.</li> <li>5. Gain basic knowledge of computer input method.</li> <li>6. Use basic punctuation marks in writing.</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Oral vocabulary expands to 500 words.</li> <li>2. Comprehend continuous oral input of 20-30 seconds with modified content and speed.</li> <li>3. Anticipate and predict the outcome of stories.</li> <li>4. Start to 'sense' structural differences between Chinese and English ways of speaking.</li> <li>5. Listen purposefully to collect information from 'controlled' (teacher) and 'uncontrolled' (peers for example) sources.</li> <li>6. Develop a habit of listening for pleasure when exposed to songs and media production.</li> </ol>	<ol style="list-style-type: none"> <li>1. Deliver a meaningful speech of 20 seconds, with limited but varied linguistic features on familiar themes and topics.</li> <li>2. Engage in a conversation up to 12 exchanges of taught content, unrehearsed.</li> <li>3. Carry out simple tasks in everyday life, such as bargaining 太贵了, suggesting 我们走吧 and ordering in a restaurant 我要这个菜、那个汤.</li> <li>4. Learn to appreciate the aesthetic value of Chinese sounds when reading aloud and reciting short poems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand reading vocabulary to 350 words.</li> <li>2. Predict the meaning of new characters from their components.</li> <li>2. Use 'road sign' words to connect units of meaning, such as conjunctions 所以、但是 and pronoun referents 这、她.</li> <li>3. Develop a habit of intensive reading (taught texts) and extensive reading (supplementary texts).</li> <li>4. Become aware of different features of Chinese and English text types, such as a letter and its envelope.</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing vocabulary reaches 200 words.</li> <li>2. Provide simple factual information fully in characters.</li> <li>3. Produce creative, descriptive or informative passages of 100 words in length, with Pinyin and characters mixed.</li> <li>4. Own method for learning characters become mature.</li> <li>5. Find practical use of learnt words, in sign writing for example.</li> <li>6. Start to appreciate the aesthetic beauty of Chinese characters.</li> </ol>

Pathway Two

Level	Listening	Speaking	Reading	Writing
1	<ol style="list-style-type: none"> <li>1. Follow basic classroom instructions 请坐、起立、请举手、到前面来。</li> <li>2. Respond to aural input in various ways, such as verbal response and physical actions, pointing or acting, for example.</li> <li>3. Demonstrate a certain degree of familiarity with Chinese sounds and willingness to imitate.</li> <li>4. Gain confidence and start to develop aptitude by expanding existing oral vocabulary.</li> <li>5. Sustain reasonable concentration listening to Chinese sounds.</li> <li>6. Fully or partially understand statements and questions, often simple, unstructured and in context, relating to self, family and friends.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consciously or sub-consciously initiate interactions with teacher or peers, defining identity or gauging own language standard.</li> <li>2. Willingly use existing knowledge of Chinese to show interest.</li> <li>3. Respond to media stimuli, mimicking some utterances spontaneously to show understanding.</li> <li>4. Express interest and enjoyment in cultural activities by simple utterances.</li> <li>5. Oral responses are mostly intelligible, but mainly containing mono- or bi-syllabic words and often bearing strong interference of another language or a dialect.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop an awareness of different writing systems and familiarity with Chinese scripts.</li> <li>2. Detect meaning from obvious ideographic representations 山、木、兔子。</li> <li>3. Follow the text of printed stories being read and detect the start and end of a passage.</li> <li>4. Demonstrate recognition of occasionally acquired words by verbal, graphic or physical responses.</li> <li>5. Familiarise with Chinese signage in school and recognize own name in characters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop an awareness of the Chinese writing system including its ideographic nature and varied direction of writing.</li> <li>2. Share writing experience, in other languages and experiment with Chinese characters in activities such as tracing symbols with fingers.</li> <li>3. Express meaning in pre-writing training, e.g. matching characters with pictures and combining character flash cards into 'phrases' or 'sentences'.</li> <li>4. Experiment with various writing instruments, particularly the brush, to develop initial appreciation of Chinese writing.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Have a reasonable grasp of the Pinyin system, pronunciation of 'j, q, x' and 'zi, ci, si, ri' approximating accuracy. Understand the importance of tones.</li> <li>2. Detect and recall factual information in aural input within known vocabulary.</li> <li>3. Awareness of the basic syntactic structure 'S + V + O' becomes solid.</li> <li>4. Understand mixed aural input of Chinese and English.</li> <li>5. Discover similarities and differences between Cantonese and Putonghua sound systems where applicable.</li> <li>6. Develop habitual enjoyment in listening to Chinese stories.</li> <li>7. Accumulate an oral vocabulary of 200 words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gradually overcome influence of other codes of speaking or languages. Start to improve accuracy in pronunciation and tones with the help of Pinyin.</li> <li>2. Provide factual information in phrases or simple, short sentences 我是学生、妈妈爱我。</li> <li>3. Use basic 'S + V' sentence structures confidently.</li> <li>4. Develop a desire to express own ideas in Chinese, sometimes mixing Putonghua, English and Cantonese.</li> <li>5. Willingly speak Putonghua to contribute to group and class activities.</li> <li>6. Deliver 3-4 sentence presentation spontaneously on familiar topics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using flash cards and other visual aids, learn 50-80 characters through various activities.</li> <li>2. Show understanding of single words and phrases, either in isolation or in context, by performing various tasks, including games.</li> <li>3. Identify known words in printed texts and in other visual input, gaining pre-reading confidence.</li> <li>4. Understand and explore the functions of written text, e.g. sharing information, conveying messages and creating aesthetic effect in the case of Chinese calligraphy.</li> <li>5. Learn to read Pinyin text.</li> <li>6. Attempt single line storybooks printed in characters and Pinyin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop fine motor skills in Chinese writing activities.</li> <li>2. Transfer writing skills in English to Pinyin.</li> <li>3. Learn to write 50 most frequently used characters in school setting.</li> <li>4. Become aware of different writing training methods in Chinese and other languages.</li> <li>5. Perform meaningful writing tasks, such as making cards for festive occasions.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Fully understand the Pinyin system and all known words pronounced in Putonghua.</li> <li>2. Develop initial viewing skills through exposure to controlled media materials.</li> <li>3. Actively seek required or relevant information from spoken text, often showing sustained interest and enthusiasm.</li> <li>4. Handle oral text slightly beyond the level of difficulty of what is being taught, showing willingness to face challenge.</li> <li>5. Listen selectively by identifying main points and filtering out redundancy.</li> <li>6. Process oral text of 20-30 seconds in length</li> </ol>	<ol style="list-style-type: none"> <li>1. Build a solid foundation in Pinyin to assist tones and pronunciation. Utter difficult sounds with ease.</li> <li>2. Read aloud assigned texts with reasonable accuracy.</li> <li>3. Seek opportunities to inform, describe, socialise and interact in Chinese.</li> <li>4. Express degrees of feelings and preferences using 很、非常 and 特别。</li> <li>5. Explore the effects of flow of speech, intonation, voice level and non-verbal expressions specific to Chinese.</li> <li>6. Associate non-verbal act, such as body language and facial expressions, with speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Build a reading vocabulary of 200 words.</li> <li>2. Achieve reasonable comprehension of 'Graded Readers Pathway 1', e.g. 上学：秋天到，我们笑，拿书包，上学校。</li> <li>3. Locate information in controlled texts for various purposes, e.g. responding to questions and tabulating research findings.</li> <li>4. Detect units of meanings in a sentence to help comprehension.</li> <li>5. Predict the meaning of new words made of learnt characters.</li> <li>6. Reading aloud, demonstrate appreciation of rhymes and rhythms in short poems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing vocabulary reaches 120 words.</li> <li>2. Write for various tasks such as expressing preferences and sharing information.</li> <li>3. Grasp the basic sentence structure 'S + V + O'.</li> <li>4. Use Pinyin as an effective tool to record words, with considerable idiosyncrasy in spelling.</li> <li>5. Produce short sentences, phrases and even one word sentences in various learning tasks. Writing may contain both characters and Pinyin.</li> <li>6. Understand character formation rules and explore individual ways to learn characters.</li> <li>7. Read own writing to self or others to negotiate/confirm</li> </ol>

Level	Listening	Speaking	Reading	Writing
	continuously. 7. Oral vocabulary reaches 350 words.			meaning.
4	<ol style="list-style-type: none"> <li>1. Become accustomed to being instructed in Chinese by Chinese teachers.</li> <li>2. Improve efficiency in comprehension by detecting units of meaning in oral input.</li> <li>3. Detect effects created in intonation, tones, voice level and pace of speech.</li> <li>4. Listen critically and creatively by asking questions and offering alternative outcomes of stories.</li> <li>5. Develop a sense of different codes of speaking between Chinese and English.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop code switching habit between Chinese and English.</li> <li>2. Deliver an oral presentation of 20-30 seconds on learnt topics, assisted and rehearsed.</li> <li>3. Engage in conversations of 8-12 exchanges on learnt topics, unrehearsed.</li> <li>4. Vary choice of words and sentence structures when speaking.</li> <li>5. Dramatise and role play the characters and events in learnt texts.</li> <li>6. Seek linguistic devices to match cognitive needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading vocabulary reaches 350 words.</li> <li>2. Distinguish between intensive and extensive reading, exploring various learning methods in both types of reading.</li> <li>3. Learn to use Chinese dictionary. Predict the meaning of new characters from known components.</li> <li>4. Develop curiosity about character and word formation.</li> <li>5. Read beyond textbook to cover variety of texts, such as posters, advertisements and notices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand writing vocabulary to 200 words.</li> <li>2. Enhance own writing with drawings, photos and media materials, etc. to overcome restriction by limited linguistic devices.</li> <li>3. Produce short passages (100-150 words) on familiar topics, again mixing characters with Pinyin.</li> <li>4. Write for simulated purposes such as inviting, informing, describing and giving directions.</li> <li>5. Form correct shape of characters with confidence.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Find enjoyment not only in media materials but also in songs and short poems.</li> <li>2. Identify different oral text types (factual, descriptive or creative), detecting various manners of presentation, such as straight narrative, friendly dialogue or emotional speech.</li> <li>3. Detect changes in manner of delivery in different contexts, such as home, classroom and playground.</li> <li>4. Grasp the gist of a story by using all means of comprehension, including those learnt in English.</li> <li>5. Develop culturally appropriate audience behaviour: quiet, attentive, respectful and empathetic.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attempt speaking Chinese both in and out of class for various purposes, informing, describing, socialising and influencing, with available linguistic devices.</li> <li>2. Start to develop analytical skills to compare Chinese and English for optimal learning strategies.</li> <li>3. Start to use different ways to make request, initiate interaction and offer comment to different people, e.g. superiors and peers.</li> <li>4. Use connectives and similar devices to maintain a smooth flow of speech.</li> <li>5. Develop a habit to rehearse speeches before delivery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading vocabulary expands to 420 words.</li> <li>2. Explore contextual learning of vocabulary and grammar.</li> <li>3. Reasonably comprehend 'Graded Readers Pathway 2', e.g. 上学: 太阳出来了, 我们拿书包, 开心上学校。见到老师说声早, 见到同学说你好。</li> <li>4. Distinguish between informative and creative texts in simulated tasks.</li> <li>5. Select own readers.</li> <li>6. Assisted by Pinyin, habitually read aloud controlled texts with reasonable linguistic accuracy and emotional effect.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand writing vocabulary to 280 words.</li> <li>2. Grammar in writing develops beyond simple 'S + V + O' to sentences with subordinate clauses.</li> <li>3. Use punctuation correctly.</li> <li>4. Become fully confident in following writing rules and character formation rules.</li> <li>5. Content in writing shows traces of sophistication.</li> <li>6. Write for non-school related purposes, e.g. socialisation and family correspondence.</li> <li>7. Proofread own writing for expressional and grammatical accuracy.</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Oral vocabulary reaches 800 words.</li> <li>2. Comprehend unfamiliar but controlled oral input with a certain degree of comfort.</li> <li>3. Develop a sense of speech flow in Chinese as apposed to English.</li> <li>4. Handle oral input of 200 words designed within the learnt content and delivered at normal speed.</li> <li>5. Understand simple, uncontrolled oral input in contexts other than school, such as 你要什么水果, 葡萄还是苹果? 往前走, 到了第二个路口往左。</li> </ol>	<ol style="list-style-type: none"> <li>1. Deliver a 30-45 second speech on familiar topics for various purposes, prepared and rehearsed, showing reasonable coherence and richness in content.</li> <li>2. Read aloud teaching texts with reasonable accuracy, fluency and emotional effect.</li> <li>3. Sustain discussion of 1-2 minutes on familiar themes or topics, unprepared, covering meaningful content.</li> <li>4. Speak Chinese in various situations such as shopping 我不想买这个游戏了, taking public transport 请问第五中学在哪下车 and socialising 我今天可以去你家看你吗?</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand reading vocabulary to 500 words.</li> <li>2. Familiarise with different text types, e.g. note, letter, ad, dialogue and price list.</li> <li>3. Habitually attempt 'simple' readers, overcoming asynchronisation between cognitive development and language learning.</li> <li>4. Abstract information from simple, uncontrolled texts for various purposes.</li> <li>5. Predict the meaning of unknown words from context without losing track of comprehension.</li> <li>6. Start to develop speed reading skills such as scan and skim.</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing vocabulary reaches 350 words.</li> <li>2. Writing starts to show clear sequence, logic and coherence.</li> <li>3. Content of writing develops beyond informative and descriptive nature to include feelings, emotion, comment and judgment.</li> <li>4. Produce character-Pinyin mixed passage of 250 words in length. It may be a book report, a personal letter, an email message, a brochure, a story or an account of personal experience.</li> <li>5. Develop skills for planning, drafting, proofreading and reflecting.</li> </ol>

### Pathway Three

Level	Listening	Speaking	Reading	Writing
1	<ol style="list-style-type: none"> <li>1. Understand most common instructions in Chinese.</li> <li>2. Distinguish a question from statement.</li> <li>3. Maintain an attention span of 3-4 minutes in class.</li> <li>4. Develop appropriate audience behaviour by being attentive, quiet and respectful listeners.</li> <li>5. Listen for points of interest.</li> <li>6. Listen for information for various purposes.</li> <li>7. Detect rhymes and rhythms in short poems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiate interaction for limited purposes.</li> <li>2. Ask for instructions, help and permission in Chinese.</li> <li>3. Answer questions with single phrase of short sentences, intelligible but maybe structurally unsound.</li> <li>4. Describe interesting objects or people using known words and phrases.</li> <li>5. Understand the differences between Putonghua and dialects, overcoming interference.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read learnt words confidently in isolation, e.g. flashcards, and in context, e.g. bilingual signage at school.</li> <li>2. Recognise own names.</li> <li>3. Associate sounds and pictures with words in shared reading and viewing.</li> <li>4. Read aloud all known words and phrases.</li> <li>5. Respond verbally and physically to printed text in shared reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Join flashcards to make phrases and sentences.</li> <li>2. Experiment with writing instruments, such as the Chinese brush.</li> <li>3. Express meaning by associating pictures with characters.</li> <li>4. Trace phrases and short sentences to practice fine motor skills.</li> <li>5. Develop interest in expressing self on paper.</li> <li>6. Scribbles approximate Chinese characters.</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Detect connectives in sequential events for coherent comprehension.</li> <li>2. Associate non-verbal cues such as shrug, nods and frowns with meanings in oral input.</li> <li>3. Understand effect devices such as intonation, pitch and pace of speaking.</li> <li>4. Listen to teacher and peers for social purposes, e.g. determining own position in a group.</li> <li>5. Comprehend audio text of 150 words in length with a reasonable retention rate.</li> <li>6. Transfer listening skills in another language or dialect to Putonghua.</li> <li>7. Become accustomed to mixed input of Chinese and other languages.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore social relationships with teacher and peers using Chinese.</li> <li>2. Mimic the voice and manner in Chinese viewing materials.</li> <li>3. Share experience or stories with peers, usually limited to single event.</li> <li>4. Speak to contribute to group activities in a familiar setting, fostering a sense of membership.</li> <li>5. Respond to most initiatives for interaction in Chinese during class.</li> <li>6. Speaking shows reasonable accuracy in pronunciation, tones and grammar.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work at a considerable pace learning basic character components, recognising 150 words.</li> <li>2. Handle one-line storybooks with occasional assistance.</li> <li>3. Recognise the basic 'S + V + O' sentence structure to help negotiate meaning.</li> <li>4. Appreciate the sounds and rhythms of written texts when reading aloud.</li> <li>5. Associate printed text with own experience, e.g. family.</li> <li>6. Identify known characters/ words in printed media such as newspapers and signage.</li> <li>7. Establish an active support programme to learn new characters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write simple phrases and sentences within an 80 word vocabulary.</li> <li>2. Make list of itemised information or a sequence of events.</li> <li>3. Follow character formation rules in writing.</li> <li>4. Express self by combining various means such as words in character or Pinyin and graphic elements.</li> <li>5. Contribute to collectively produced writing pieces.</li> <li>6. Write for practical purposes such as note to parents and cards for festive occasions.</li> <li>7. Read own writing to self, teacher and peers for pleasure or for sharing.</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Detect language changes in contexts, e.g. classroom vs playground and teacher vs peers.</li> <li>2. Handles both familiar and unfamiliar topics in spoken text.</li> <li>3. Associate visual with spoken content when viewing media materials.</li> <li>4. Follow instructions which involve multi-step actions.</li> <li>5. Listen to understand other people's request, wishes, feeling and emotion.</li> <li>6. Distinguish linguistic redundancy from useful information in uncontrolled spoken text.</li> <li>7. Acquire an oral vocabulary of 400-500 words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use Pinyin consciously to assist speaking and reading aloud.</li> <li>2. Contribute to group activities in a relatively formal manner, e.g. discussion, to gain confidence in public speaking.</li> <li>3. Make use of learnt language content confidently in activities such as role play, story sharing and cultural events.</li> <li>4. Exchange simple ideas, opinions and views with teacher and peers.</li> <li>5. Start to rehearse speaking before delivery.</li> <li>6. Develop enjoyment of rhyme and rhythms in short poems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a reasonable retention rate in story reading.</li> <li>2. Establish a regular reading programme to complement classroom learning.</li> <li>3. Handle simple, controlled text with ease (equivalent to middle level in 'Pathway 2 Graded Readers'.</li> <li>4. Read and follow multiple-step instructions.</li> <li>5. Read and recall the content of short informative and narrative text (up to 150 words in length, controlled).</li> <li>6. Read and reflect on the content of printed text, offering opinions and judgment.</li> <li>7. Reading vocabulary reaches 400 words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write simple and intelligible pieces, showing a clear understanding of the purpose of writing.</li> <li>2. Expand writing vocabulary to 200 words and master the Pinyin system.</li> <li>3. Develop basic sentence structures in writing.</li> <li>4. Writing starts to develop from sentence level to paragraphs. Attempt to use punctuation.</li> <li>5. Write to inform and describe, mixing Pinyin and character text.</li> <li>6. Share own writing with adults and peers, in publishing or personal communication.</li> <li>7. Associate writing with own experience.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Start to select audio materials, evaluating their appropriateness and relevance for different purposes.</li> <li>2. Detect sequence, logic and other discourse features of spoken text.</li> <li>3. Understand relatively</li> </ol>	<ol style="list-style-type: none"> <li>1. Give a relatively accurate account of an event or a story heard.</li> <li>2. Improvise on familiar text or language materials in role play and learning activities.</li> <li>3. Ask and answer questions in discussion or class</li> </ol>	<ol style="list-style-type: none"> <li>1. Read for information, identity and pleasure, etc.</li> <li>2. Cover a variety of text types such as notes, advertisements, game instructions and travel brochures.</li> <li>3. Link personal experience with printed text that</li> </ol>	<ol style="list-style-type: none"> <li>1. Record experience, feelings and imagination in writing.</li> <li>2. Gasp the features of simple text types such as letter and note.</li> <li>3. Vary choice of words and sentence structure in composition.</li> </ol>

Level	Listening	Speaking	Reading	Writing
	<p>complex themes in stories and isolate key events which lead to complexity.</p> <ol style="list-style-type: none"> <li>Distinguish between direct expression and subtleties in spoken text.</li> <li>Understand how spoken text affects audience through content, manner of delivery, dramatising and sound effect.</li> <li>Develop approaches to effective listening through exposure to a volume of spoken materials.</li> <li>Expand oral vocabulary to 700 words.</li> </ol>	<p>presentation, offering opinions confidently.</p> <ol style="list-style-type: none"> <li>Experiment with ways of speech delivery and use verbal and non-verbal devices to assist oral presentation.</li> <li>Develop a sense of audience by varied choice of words, manner of delivery and positioning of self.</li> <li>Give spontaneous response in most communication settings.</li> </ol>	<p>arouses feelings and emotion.</p> <ol style="list-style-type: none"> <li>Distinguish between different discourse forms - informative, descriptive, argumentative and persuasive.</li> <li>Select text for different purposes.</li> <li>Share reading experience with peers.</li> <li>Read aloud texts with linguistic accuracy and emotional features.</li> <li>Learn by heart 5 pieces of prose and/or poems.</li> <li>Reading vocabulary expands to 650 words.</li> </ol>	<ol style="list-style-type: none"> <li>Develop effective approaches to the learning of new words and grammatical structures.</li> <li>Grasp the use of basic punctuation.</li> <li>Informative, descriptive and narrative writing start to show logic, sequence and coherence.</li> <li>Develop handwriting skills to enhance presentation.</li> <li>Writing for various practical purposes such as personal communication, internet chatting and pen friendship.</li> <li>Enrich content by reading habitually and including emotional elements.</li> </ol>
5	<ol style="list-style-type: none"> <li>Grasp the features of some basic text types and styles of speech.</li> <li>Listen attentively to longer spoken text up to 5 minutes.</li> <li>Achieve accurate understanding of spoken text by focusing on details.</li> <li>Detect the message or the main purpose of spoken text by focusing on key points and integrating them to achieve understanding.</li> <li>Identify the targeted audience of spoken text by focusing on style, language depth, tone of delivery, etc.</li> <li>Listen and analyse opinions simultaneously in discussion.</li> <li>Oral vocabulary reaches 1,000 words.</li> </ol>	<ol style="list-style-type: none"> <li>Experiment with the basic features of distinguishing text types such as futuristic talk, advertisement and parents' nagging.</li> <li>Vary account of events and stories for different purposes, focusing on detail or main theme accordingly.</li> <li>Adjust speaking for different audiences or settings, e.g. superior vs peers and home vs school.</li> <li>Adjust speaking in response to the feedback from audience.</li> <li>Experiment with a wider range of functions of speaking, e.g. interviews, persuasion and influence.</li> <li>Plan, practice and rehearse speeches.</li> </ol>	<ol style="list-style-type: none"> <li>Distinguish between main points and supporting details in written text.</li> <li>Predict the meaning of unknown words using context, life experience and linguistic knowledge.</li> <li>Communicate with the characters in printed media through the negotiation of meaning and empathy.</li> <li>Provide accurate accounts and digested reports on reading materials.</li> <li>Extend the scope of reading to electronic media with guidance.</li> <li>Start to record useful expressions from printed text.</li> <li>Reading vocabulary reaches 850 words.</li> </ol>	<ol style="list-style-type: none"> <li>Writing starts to show creativity, containing illustration and other non-linguistic elements.</li> <li>Writing vocabulary reaches 600 words, but Pinyin is still used to facilitate expression.</li> <li>Transfer writing skills learnt in English to writing Chinese.</li> <li>Make obvious effort to overcome interference of other languages and dialects.</li> <li>Writing starts to show idiosyncrasy</li> <li>Plan before drafting and discuss process with peers.</li> <li>Develop an awareness of audience and context and adjust writing accordingly.</li> </ol>
6	<ol style="list-style-type: none"> <li>Integrate key points in different spoken texts for research, pleasure, presentation and other purposes.</li> <li>Detect implied meanings and sociocultural implications in speech, video and audio materials.</li> <li>Combine linguistic and non-linguistic information, such as background knowledge, context and targeted audience to achieve thorough understanding of spoken text.</li> <li>Listen and view media materials constructively and critically.</li> <li>Judge the effectiveness of spoken text using criteria, either given or own design.</li> <li>Oral vocabulary reaches 1,500 words.</li> </ol>	<ol style="list-style-type: none"> <li>Speeches start to show logic, sequence and coherence.</li> <li>Contribute to discussion in a more sophisticated manner, defending a point, advancing an argument or analysing a view on familiar themes and topics.</li> <li>Manipulate speaking for various purposes, such as rephrasing a question, adjusting the intensity of a speech and soliciting opinions, all spontaneously.</li> <li>Start to show subtlety in language use.</li> <li>Deliver a one-minute rehearsed speech on familiar topics, with reasonable linguistic accuracy, substantial content and appropriate effect to unfamiliar audience.</li> </ol>	<ol style="list-style-type: none"> <li>Read controlled and context appropriate text at 150 words per minute.</li> <li>Use dictionary frequently and skillfully.</li> <li>Combine all possible means to achieve thorough understanding of modified, informative, descriptive and narrative texts on familiar topics</li> <li>Access Chinese materials for non-language learning purposes.</li> <li>Read aloud habitually and learn by heart 10 pieces of model prose and/or poems.</li> <li>Learn to appreciate the aesthetic beauty of some printed text.</li> <li>Detect message, mood, values and cultural richness of printed text.</li> <li>Vocabulary target: 1,100 words.</li> </ol>	<ol style="list-style-type: none"> <li>Writing vocabulary reaches 800 words.</li> <li>Basic sentence structures approximate maturity and word choice demonstrates shades of meaning.</li> <li>Writing shows subtlety and implied meanings.</li> <li>Actively apply writing skills for various purposes.</li> <li>Draw on various sources for ideas and ways of expression.</li> <li>Actively observe people, objects, events and social interaction for inspiration.</li> <li>Writing shows obvious effort to plan, draft, revise and reflect.</li> <li>Compose a 200 word piece on familiar topics under exam conditions, with reasonable content, linguistic accuracy, and appropriate style.</li> </ol>